



GEORGES RIVER COLLEGE
PEAKHURST CAMPUS
YEAR 10 DANCE DRAMA
MODIFIED
ASSESSMENT TASK

TOPIC: Film Making

DUE DATE: Friday, 10th September, 2021 (Week 9)

TYPE OF TASK: Video Stimulus Task

WEIGHTING: 25%

OUTCOMES TO BE ASSESSED:

- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

TASK DESCRIPTION:

Throughout this term, the class has been learning about the theoretical components of short filmmaking. This modified assessment task allows students to explore, respond to and appreciate the work of others in regards to short film making. The students will watch 3 short films and answer questions based on these clips. Through answering these questions students will be given the opportunity to share their own opinions on the short films including the aspects that worked well and areas where they could be improved. The Short Films include:

- [For The Birds](#) by Pixar Short Film
- [The Present](#) by Jacob Frey
- [Pip](#) by Southeastern Guide Dogs

INSTRUCTIONS FOR SUBMISSION:

The student will upload the task to Miss Johnson through our Google Classroom by 11:59pm on Friday, 10th September. Please advise Miss Johnson of uploading issues well in advance to fix these problems before the due date.

Good Luck Year 10!

YEAR 10 DANCE DRAMA – Short Film Modified Assessment Questions

PART A - For the Birds by Pixar Short Film

1. Who was the protagonist of this short film? (Main character) **1 Mark**

2. What was the message behind this short film? **2 Marks**

3. After viewing the short film, do you believe the overall title (For The Birds) suited the short film? Why or Why not? **2 Marks**

4. How did the music and sound effects add to the overall atmosphere of the short film? (Think about ALL the sounds heard throughout the 3.5min film) **2 Marks**

PART B - The Present by Jacob Frey

1. List all the characters involved in this short film. **3 Marks**

2. What did the young boy and new puppy have in common?

1 Mark

3. Did you notice a change in the young boy's behaviour from the beginning to the end of the short film? If yes, What changed?

2 Marks

4. What was the message behind this short film?

2 Marks

PART C - [Pip](#) by Southeastern Guide Dogs

1. Who was the protagonist of this short film? (Main character)

1 Mark

2. What is a 'Point of view' shot in filmmaking? Did you notice this type of camera angle being used in this short film? If yes, identify examples.

3 Marks

3. What was the message behind this short film?

2 Marks

4. After viewing the short film, do you believe the overall title (Pip) suited the short film? Why or Why not?

2 Marks

5. Out of the 3 short films, which was your favourite and why?

2 Marks

Task YEAR 10 DANCE DRAMA – Short Film Assessment Task

Marking Criteria

PART A

Answer Criteria - 'For The Birds'	3	2	1
Student identifies the protagonist of the short film.			
Student can identify and describe the message behind the short film.			
Student makes their own judgement on the title of the short film and can justify their reasoning.			
Student can identify the use of music/sound effects and how this adds to the overall atmosphere of the short film.			

PART B

Answer Criteria - 'The Present'	3	2	1
Student can identify all characters in the short film.			
Student can identify the similarities between the 2 main characters.			
Student recognises the changes the main character undertakes throughout the short film.			
Student can identify and describe the message behind the short film.			

PART C

Answer Criteria - 'Pip'	3	2	1
Student identifies the protagonist of the short film.			
Student understands the meaning behind a 'Point Of View shot' and identifies examples of this shot in the short film.			
Student can identify and describe the message behind the short film.			
Student makes their own judgement on the title of the short film and can justify their reasoning.			
Student chooses their favourite short film out of the three and can give reasoning behind their choice.			

Total: /25